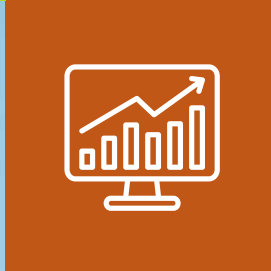


Toolkit on Monitoring and Evaluation of Environmental Peacebuilding



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Overall Table of Contents for the Toolkit

1. Introduction 1-9

- 1.1. Context 1-10
- 1.2. Objectives and Roadmap..... 1-14
- 1.3. Intended Audience 1-15
- 1.4. How to Use the Toolkit 1-16
- 1.5. Methodology 1-20
- References..... 1-24

2. Design..... 2-1

- 2.1. Introduction 2-6
- 2.2. Preparing for Design 2-8
- 2.3. Design 2-44
- Worksheet: Theories of Change..... 2-87
- Worksheet: Indicators 2-89
- Worksheet: Integrating Gender 2-91
- Annex 2-I: Illustrative Theories of Change for Environmental Peacebuilding 2-95
- Annex 2-II: Illustrative Environmental Peacebuilding Indicators 2-106
- References..... 2-116





3. Monitoring.....	3-1
3.1. Introduction	3-4
3.2. Approaches to Monitoring for Environmental Peacebuilding.....	3-5
3.3. Data Collection	3-14
3.4. Data Management and Quality	3-28
Worksheet: Monitoring	3-34
Annex 3-I: Data Repositories	3-37
References	3-45
4. Evaluation.....	4-1
4.1. Introduction	4-4
4.2. Challenges to Environmental Peacebuilding Evaluations	4-7
4.3. Step-by-Step Environmental Peacebuilding Evaluation	4-12
4.4. Programmatic Evaluations	4-27
Worksheet: Evaluation	4-40
References	4-43
5. Learning	5-1
5.1. Introduction	5-4
5.2. Learning Approaches	5-7
5.3. Challenges	5-16
Worksheet: Learning.....	5-18
References	5-22
Appendix 1: Glossary	A-2
References	A-17



1

Introduction





Table of Contents for the Introduction

1.1. Context	1-10
1.2. Objectives and Roadmap	1-14
1.3. Intended Audience	1-15
1.4. How to Use the Toolkit.....	1-16
A. Context-Based Thinking	1-17
B. Toolkit Versions.....	1-18
C. Key Components	1-19
1.5. Methodology	1-20
A. Literature Review.....	1-20
B. Practitioner Consultations.....	1-22
C. Identifying Key Issues, Approaches, and Good Practices	1-23
D. Vetting the Findings	1-23
E. Final Development Stages.....	1-23
References	1-24



Environmental peacebuilding is a rapidly growing field of practice and research at the intersection of the environment, conflict, and peace. Due to the newness of the field, the inherent intersectionality of the work, and the complexity and volatility of the context of this work, effective monitoring and evaluation (M&E) is both essential and underdeveloped. For the purposes of this Toolkit, M&E also implicitly includes design and learning. This Toolkit provides a comprehensive approach for practitioners and evaluators seeking to design and implement M&E systems for environmental peacebuilding interventions. This chapter provides an overview of the Toolkit.

This chapter:

- Provides the context and motivation for the Toolkit.
- Outlines the objectives and provides a roadmap for the Toolkit.
- Discusses the intended audience.
- Provides guidance on how to use the Toolkit.
- Presents the methodology underlying the development of the Toolkit.





1.

Introduction

Environmental peacebuilding is a new and rapidly evolving field of research and practice. For the purposes of this Toolkit, **“environmental peacebuilding” includes a wide range of activities at the intersection of environment, conflict, and peace; in many instances, interventions¹ may not be labelled as “environmental peacebuilding.”²**

Monitoring and evaluation (M&E) are important to the field for multiple reasons. In addition to the traditional and limited notion of accountability to donors, M&E also supports accountability to intervention participants and beneficiaries, within an organization, and to peers. For environmental peacebuilding, M&E is also important for fostering learning, and thus improving future design and implementation of interventions, as well as early warning on an often dynamic and volatile context. Notwithstanding its importance, M&E is underdeveloped.

This Toolkit provides guidance to practitioners on designing and implementing M&E systems for interventions at the intersection of environment, conflict, and peace. Informed by a growing body of experience in environmental peacebuilding M&E and

supplemented by experience in M&E of interventions from the environmental, peacebuilding, and development sectors, this Toolkit provides approaches and tools. Specifically, the Toolkit provides information to practitioners on the importance of M&E, challenges, good practices, considerations, and available resources for undertaking the M&E of environmental peacebuilding interventions.

This chapter provides an introduction to the Toolkit. It outlines the Toolkit’s context, objectives, use, and methodology to guide practitioners as they navigate the document.



1. For purposes of this Toolkit, the use of term **“interventions” includes a range of projects, programs, and other activities.**

2. For further exploration of the scope of environmental peacebuilding, see Section 0.2 of the Primer.



1.1. Context

As the field of environmental peacebuilding matures, a primary limitation has been effectively monitoring and assessing the effects of related interventions, both short- and long-term, intended and unintended (Nanthikesan & Uitto 2012).

The high levels of complexity and uncertainty associated with many environmental peacebuilding interventions complicate M&E because traditional approaches to M&E are not designed for fields defined by such complexity and uncertainty (Pearson d'Estrée 2019a). As a result, the **M&E of environmental peacebuilding is complicated by five key challenges:**³

- Environmental peacebuilding integrates environmental and peacebuilding pathways, each of which has different objectives and metrics; it can be challenging to combine the different objectives and metrics traditionally used for environmental interventions with peacebuilding interventions, and vice versa.⁴
- Environmental peacebuilding often evolves with long time horizons. This means that, oftentimes, impacts can only be detected after an intervention ends—sometimes years later.
- Environmental peacebuilding is an emerging field, resulting in many implicit and underdevel-

oped theories of change that rely on anecdotal and/or deductive evidence rather than proven strategies. Additionally, many environmental peacebuilding interventions combine multiple theories of change.

- Environmental peacebuilding often operates in dynamic and insecure contexts, which can make M&E activities unsafe at a time when it is all the more important to expand the range of perspectives captured through these activities.
- M&E of environmental peacebuilding engages a multiplicity of actors and systems, complicating efforts to collect data and evaluate why and how change occurs.

As environmental peacebuilding interventions are necessarily multidimensional and take place in complex settings, **many of the more traditional and discipline-specific M&E standards currently available are often insufficient.** As alluded to in the fifth and final challenge, the layers of complexity in environmental peacebuilding interventions make it impractical to simply aggregate M&E indicators and

3. See, e.g., Ide et al. 2021; Woodrow & Jean 2019; Pearson d'Estrée 2019b; Nanthikesan & Uitto 2012.

4. For further discussion of these challenges, see Section 0.4 of the Primer.





approaches. Indeed, policy and academic approaches regarding how to best carry out M&E are often untethered from the needs of and demands on those carrying out environmental peacebuilding interventions, making M&E problematic and intimidating.

The difficulty in doing M&E for environmental peacebuilding and the consequent limited evidence of the effects of this field of practice have been substantial barriers to understanding whether these interventions are achieving their intended objectives. This has, in turn, complicated the mobilization of funding for environmental peacebuilding from governmental, intergovernmental, and foundation sources. **With limited evidence to validate the various approaches, it has been (and will remain) challenging to identify and scale up those approaches that are most effective in particular contexts.** The long-term viability of environmental peacebuilding as a field depends on developing more effective approaches to monitoring, evaluation, and learning for the future.

While there is substantial peer-reviewed literature on M&E for peacebuilding (e.g., Pearson d’Estrée 2019a, b; Woodrow and Jean 2019; Abu-Nimer & Nelson 2021; Menkhaus 2004), for environment (e.g., Uitto 2019; Conley and Moote 2003; Carleton-Hug & Hug 2010; Chess 2010), and for sustainable development (e.g., Patton 2010; Zall Kusek & Rist 2004), **literature on M&E for environmental peacebuilding is largely absent.** What does exist tends to focus on post-conflict interventions involving natural resources (e.g., Nanthikesan & Uitto 2012; Brusset 2016) and in multinational collaboration on natural resources management (Uitto 2004).

Scholars have recognized the need for more tailored M&E processes for environmental peacebuilding projects (e.g., Ide et al. 2021). Nanthikesan and Uitto (2012) outlined the particular needs of evaluations in post-conflict settings, including the insufficiency of traditional quantitative approaches and difficulty in ascertaining project impacts due to divergent stakeholder perspectives. Uitto (2004) addressed



the proactive peacebuilding role of environmental interventions by highlighting the importance of M&E in promoting cooperative management of international waterways. In particular, Uitto stressed the need for transparent and participatory M&E processes to build trust around shared water management.

Notwithstanding the limited peer-reviewed literature on the topic, institutions have of necessity developed M&E approaches for their environmental peacebuilding interventions. IMPACT, formerly Partnership Africa Canada, has combined its data on conflict in mineral supply chains with longer-term evidence of local security and development in areas affected by extractive activities. The Center for Conservation Peacebuilding (CPeace) has also dedicated attention to improving its M&E strategy. The pioneering toolkits for conflict-sensitive conservation produced by International Institute for Sustainable Development (IISD) and Conservation International (CI) touch on M&E (Hammill et al. 2009; Ajroud et al. 2017, respectively). An evaluation of the implementation of CI's toolkit by Woomer (2018) explores M&E in environmental peacebuilding projects, particularly focusing on their relevance, accessibility, and effectiveness. And various evaluations and thematic reviews

have developed innovative approaches to assess interventions at the intersection of environment, conflict, and peace.⁵

One of the challenges, then, is expanding the limited peer-reviewed literature by integrating the substantial body of learned experience on environmental peacebuilding M&E. Abu-Nimer (2019) illustrates how such learned experience can be captured rigorously, albeit in the context of M&E for peacebuilding more broadly rather than environmental peacebuilding specifically.

The literature on M&E—both on environmental peacebuilding and more broadly—highlights some important trends. The first trend in both environmental peacebuilding and its M&E is the importance of inclusion, conflict sensitivity, and gender considerations (e.g., Ide et al. 2021; Farnum 2020). Increasingly, environmental peacebuilding focuses on power dynamics (e.g., Morales-Muñoz 2022). In that context, environmental peacebuilding interventions often seek to understand and reform who has control over and access to natural resources (Jensen & Kron 2018). In addition to the substance of environmental peacebuilding, it is increasingly recognized that the process of environmental peacebuilding should be participatory, gender-inclusive, and conflict sensitive (Ide et al. 2021; Johnson, Rodriguez & Hoyos 2021).

5. See, for example, Boxes 4.7 (Assessing the Potential for Environmental Peacebuilding over Shared Waters through EcoPeace Middle East's 25+ Years of Experience in Israel, Palestine, and Jordan), 4.8 (Thematic Review of Climate Security Projects Supported by the UN Peacebuilding Fund), and 4.9 (Evaluation of GEF Support in Fragile and Conflict-Affected Situations) in this Toolkit, as well as Brusset 2016.

With the growing recognition of the importance of these three dynamics—inclusion, conflict sensitivity, and gender—in environmental peacebuilding, M&E of environmental peacebuilding has also mainstreamed inclusion, conflict sensitivity, and gender in both substance (*what is being monitored and evaluated*) and process (*how the monitoring and evaluation is undertaken*).

The second trend is that the M&E community has recently begun **shifting toward evaluations of contributions rather than attribution** (e.g., Pearson d’Estrée 2019b; Patton 2020). This is the result of the recognition of the complexity of the various contexts in which interventions take place and represents a more realistic and flexible approach to M&E. However, it also represents a challenge for understanding the degree to which an intervention affects outcomes and, thus, for assigning value or judging its effectiveness.

While there is a dizzying array of M&E approaches generally, there has been an **increasing focus on theories of change, rather than on quantitative metrics** (Patton 2020). At the same time, there is growing interest in how big data, geospatial data, and frontier technologies can support quantitative approaches to M&E, particularly for environmental peacebuilding. Balancing the use of quantitative and qualitative data in M&E and understanding the value of each is another area ripe for additional exploration.

Recognizing the complexity and dynamism of environmental peacebuilding (and peacebuilding more generally), there is also a **shift to utilize an adaptive management framework for framing evaluation** (Jean, Woodrow & Pearson d’Estrée 2019). While this may be relatively new to peacebuilding, there



is a stronger body of literature in the environment sector, where adaptive management has been utilized for decades (e.g., Walters 1986; Lee 1999; Bruch 2009). Adaptive management poses promising opportunities for environmental peacebuilding M&E, but more research is needed to understand its use and effects.



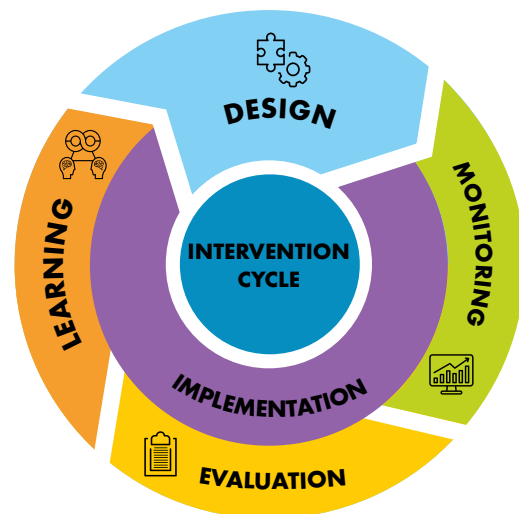
1.2. Objectives and Roadmap

The primary objective of this Toolkit is to increase knowledge of and access to overall approaches and specific tools to more effectively monitor, evaluate, and learn from interventions at the intersection of environment, conflict, and peace.

By improving M&E, the Toolkit more broadly aims to build the evidence base regarding the effectiveness of environmental peacebuilding approaches as well as the accuracy and relevance of their respective theories of change. By building the evidence base, the Toolkit in turn seeks to catalyze greater allocation of financial and personnel resources to environmental peacebuilding interventions, improve the impacts of those interventions, and reduce negative unintended consequences.

The Toolkit is a starting point to further develop and improve M&E of interventions at the intersection of environment, conflict, and peace. It offers both proven and innovative tools and approaches, often drawing upon practices in adjacent fields (e.g., environmental programming). The Toolkit also introduces emerging issues for M&E of environmental peacebuilding such as the use of big data, geospatial analysis, and frontier technologies and attempts to help practitioners and researchers better understand them and their potential utility.

The structure of the Toolkit follows the intervention cycle. As such, it contains four substantive chapters: design, monitoring, evaluation, and learning. The design chapter details important considerations and practices for framing outcomes and goals, developing theories of change, designing an approach to M&E, and choosing indicators for environmental peacebuilding M&E. The monitoring chapter explores the ongoing and organized process of collecting, analyzing, and using information about an environmental peacebuilding intervention's activities and effects, emphasizing strategies to address tensions surrounding



transparency and information sensitivity. The evaluation chapter discusses reasons, considerations, and approaches for conducting and sharing systematic assessments of an ongoing or completed intervention's design, implementation, and effects. Lastly, the learning chapter offers insight concerning why and how practitioners should design an M&E plan that emphasizes learning and how a learning-focused approach can guide opportunities for improvement.

There are two additional resources. First, a Primer—essentially Chapter 0—is available for practitioners who are new to M&E and/or environmental peacebuilding. It provides background on key concepts related to the M&E of environmental peacebuilding. Those who are already proficient in M&E and environmental peacebuilding may opt to bypass the primer. At the end of the Toolkit, there is a glossary that defines and explains key terms.



1.3. Intended Audience



The Toolkit is tailored to practitioners. Specifically, it offers practical, digestible guidance for practitioners interested in or presently designing and implementing M&E for an environmental peacebuilding intervention. These practitioners include:

- staff who are responsible for developing and implementing interventions as well as doing the M&E for those interventions; and
- M&E professionals who are called upon to design and implement an M&E system for environmental peacebuilding interventions.

While the Toolkit focuses on M&E for environmental peacebuilding, practitioners working in adjacent fields such as development, environment, and peacebuilding may also find the Toolkit useful (Patton 2010). Accordingly, the Toolkit engages these distinct communities both to learn from and inform them.

This Toolkit is a product of a broader project on “Monitoring and Evaluating Environmental Peacebuilding Interventions: Best Practices and Guidance for

Practitioners,” undertaken by the Environmental Law Institute (ELI) and the Environmental Peacebuilding Association (EnPAX) and supported by the United States Institute of Peace (USIP). The project is generating four key deliverables that target different audiences:

- the Toolkit, which focuses on practitioners, and a companion primer that provides background information on environmental peacebuilding, on M&E, and on particularities of environmental peacebuilding M&E;
- a policy brief for funders and other decision-makers that presents the findings in accessible language that lays the groundwork for institutional change;

- a review article for an academic audience that synthesizes the state of knowledge to date and outlines a research agenda for environmental peacebuilding M&E; and
- a subsite on environmental peacebuilding M&E (<https://m-and-e.environmentalpeacebuilding.org>) and a reinvigorated M&E Interest Group of the Environmental Peacebuilding Association, which can provide ongoing platforms for continuing learning and apprenticeship exchange on the topic after the project is completed.

Thus, while decision-makers and researchers might be interested in the Toolkit for various reasons, there are separate products that target specific constituencies and topics areas.



1.4. How to Use the Toolkit

The Toolkit has been designed to be usable by a range of different people in different ways and at different times. It is primarily intended as a resource to help practitioners understand their options and think through an approach that is most appropriate to their context, needs, and capacities.

There are both print and digital versions of the Toolkit. The digital version is available at <https://m-and-e.environmentalpeacebuilding.org/toolkit>. In addition to the content from the print version, the digital version includes expansion modules for certain sections that provide additional analyses and examples.



A. Context-Based Thinking

Above all, this Toolkit **serves as a framework to inform how practitioners perceive, design, and undertake M&E** for their own environmental peacebuilding interventions. It is not meant to be a prescriptive manual from which practitioners draw one-size-fits-all theories, designs, and approaches.

Operating at the interface between environment and conflict and varying greatly across geographies, objectives, sectors, and scales, **environmental peacebuilding is highly contextual and must be shaped with consideration of the distinct contexts in which interventions are situated.** As practitioners navigate the Toolkit, it is important they keep in mind the unique contexts of their particular interventions, including level, scale, communities, conflict, resources, and politics, as they think through the M&E for those contexts.

When using the Toolkit, context considerations should extend to the entire M&E process, including design,

monitoring, evaluation, and learning. M&E for one environmental peacebuilding intervention may look drastically different than that of another. Theories of change will differ, as will indicators and datasets.

The Toolkit seeks to help practitioners understand how to think about the particular issues at hand, consider the options, select those that are most appropriate, and adapt as necessary. There are two key aspects here. First, the focus is on building understanding, not sticking to a checklist. At the end of each chapter (and sometimes embedded within chapters), there are worksheets. These worksheets present options and considerations; they are not checklists. Second, given the importance of context and the often dynamic and volatile situations, it is necessary to adapt the selection and implementation of approaches. Throughout the Toolkit, the user will find boxes entitled “Something to Consider,” which briefly highlight key considerations and why they should be contemplated.

Right sizing an M&E system for environmental peacebuilding interventions can be particularly challenging. Environmental peacebuilding interventions range in scale, timeframe, and budget, with varying institutional practices regarding M&E. This Toolkit is designed to be relevant—and adaptable—across these scales, timeframes, budgets, and institutional practices. What is feasible, or even required, for a multilateral development bank or UN agency may not work for a community-based organization. The Toolkit highlights a wide range of approaches that are important for various reasons; not all of these approaches are feasible in all contexts, though, so **it is incumbent on the practitioner to consider what is feasible in their particular context and adapt** (including right-size) their M&E approach accordingly.





Indicators represent one particularly context-specific component of environmental peacebuilding M&E. Although examples of indicators are included in the Toolkit, they are not universally applicable. Because environment-conflict and environment-peace dynamics manifest differently in different places and at different levels, standardized indicators across interventions would be rather abstracted and unhelpful. The use of streamlined indicators would also reduce the nuance captured, including by defaulting to qualitative indicators that do not capture why or how change occurred.

Context-based indicators are important to environmental peacebuilding M&E because the relationship of environment, peace, and conflict looks different for local interventions than for regional or national. The scales of data collection must be similarly relevant to an intervention's context; data collected at household scales will not, for example, indicate change at the regional scale. And, similarly, national-level data will not effectively convey changes achieved (or not) at a community level.

Another distinct characteristic of indicators for environmental peacebuilding M&E lies in the function of environmental peacebuilding M&E to capture not only environmental or peacebuilding change but also the linkages of these dimensions. As a result, practitioners should also use indicators and techniques that lend insight to the interconnectivities of an intervention's various dimensions. These considerations are discussed further in Chapter 2 (Design).

B. Toolkit Versions

The Toolkit may be accessed through print or virtual mediums, each of which offers unique advantages and disadvantages for the practitioner. For those with unstable technological resources may be suitable to access it virtually. While the print version may present navigation challenges due to the Toolkit's length, the virtual version facilitates greater ease of use because practitioners can flow to different chapter tabs, sections, and external resources.

Both versions of the Toolkit contain the foundational information for environmental peacebuilding M&E, which can then be explored further in expansion modules (available only online). Whereas the foundational information will emphasize central concepts and strategies, expansion modules will provide more detailed information and external learning resources. Expansion modules are available for certain sections, namely those for which more information is available.

Should a practitioner specifically seek information about a particular environmental peacebuilding M&E dimension, each chapter is designed to stand alone with its own list of references. This will enable practitioners to focus their learning on specific topics in cases where they are most interested in specific M&E components.

C. Key Components

Contained within each chapter each chapter are one or more related worksheets for practitioners. Worksheets provide a comprehensive, digestible overview of the section material and contain various questions and activities. Worksheets seek to

inform and prompt practitioners to develop their own environmental peacebuilding M&E approaches, considering each section's respective material and their particular context.

Throughout the Toolkit, practitioners will also find text boxes and figures, both of which expand on cross-cutting topics for environmental peacebuilding M&E. Text boxes offer supplementary examples and information to the surrounding body of the main text, addressing topics such as gender and insecure contexts. In addition, boxes highlight important considerations ("Something to Consider"). Figures, in contrast, visualize topics that otherwise be challenging to explore solely in text.

To indicate cross-cutting topics, icons are included throughout the Toolkit. There are icons for gender, right-sizing, data, design, monitoring, evaluation, and learning. Practitioners should look for these icons to identify the various places in which a specific topic is addressed.

In cases where practitioners seek definitions for key terms, they may refer to the glossary, located in the Toolkit's appendix. The glossary provides broad summaries of important key terms and explores different definitions of key terms by different stakeholders and fields.





1.5. Methodology

This Toolkit responds to the shortcomings of existing M&E literature to capture the distinct characteristics and challenges of monitoring and evaluating interventions in a young and emerging environmental peacebuilding field. Recognizing that experience in M&E of environmental peacebuilding per se has been relatively modest to date, the project team sought to collect and synthesize learning regarding: (1) M&E approaches of environmental peacebuilding interventions (relatively limited); (2) M&E approaches of adjacent situations, such as environment, sustainable development, and peacebuilding; and (3) innovative and emerging approaches that may be adapted to environmental peacebuilding M&E approaches.

The relevance and robustness of the Toolkit was reinforced by the guidance of practitioners, researchers, policymakers, and funders. The creation and engagement of an expert Advisory Group was integral to ensuring a broader range of perspectives in the development and vetting of the key issues and recommendations for how to conceptualize and approach environmental peacebuilding. The project Advisory Group included 13 leading practitioners and researchers, including those with expertise in M&E, environmental

peacebuilding, peacebuilding, and environmental programming.⁶ Throughout the research and development of this Toolkit, the Advisory Group, members of the EnPAx M&E Interest Group, and selected practitioners and scholars provided feedback and guidance regarding the scope, tone, and content of the draft outputs.

Moreover, recognizing that the practitioner community possesses substantial relevant knowledge that has yet to be captured in the published literature, the research went well beyond a conventional literature review to include the gray literature, interviews with diverse practitioners, and broader consultations with the environmental peacebuilding and M&E communities.

A. Literature Review

Early in the project, the project team conducted an extensive review of approaches and lessons in the peer-reviewed and gray literature for M&E approaches relevant to environmental peacebuilding, including M&E approaches for environmental conservation, peacebuilding, and sustainable development

6. Members of the Advisory Group included (in alphabetical order): Eric Abitbol, Maria Bang, Jessica Baumgardner-Zuzik, Tim Ehlinger, David Jensen, Erica Key, Francine Madden, Shanna McClain, Hector Morales Muñoz, Martha Mufisi, Tamra Pearson d'Estrée, Divine Shingirai Chakombera, and Juha Uitto.



pathways. More than 200 articles, books, reports, and other resources were identified, including 20 evaluations. These materials reflected a diverse set of sources, fields, scales, resources, and conflict dynamics. To better understand and utilize these resources, the team utilized a typology based on the following characteristics:



M&E Principles,
Approaches, and Challenges



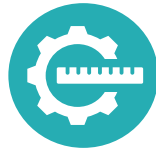
Country or Region



Project Phase or
Evaluation Type



Field



Scale



Theory of Change



Project Implementer



Stage of Conflict



Resource Type



Of the literature reviewed, peer-reviewed journal articles represent the largest source, totaling 110 of the resources consulted. Research articles and gray literature account for the second and third most common literature sources and represent 44 and 33 resources, respectively. The types of articles drawn from these sources also vary. 98 case studies and 92 analyses constitute the two largest classes of article types and are followed in quantity by 43 evaluations and 29 how-to articles.

The literature resources span fields and contexts. 134 resources are situated within the Peacebuilding field, 83 in Development, and 46 in the Environment. Resources from Humanitarian and Environmental peacebuilding fields are represented to a lesser



yet still notable extent, where each of these fields accounts for 41 resources. A multitude of resources were implicated in these interventions. 37 publications focused on water, 32 on land, 26 on biodiversity, and 25 on protected areas. And these interventions were situated across a variety of scales. At 72, interventions at the local scale were most common, followed by 69 and 50 interventions at the national and regional scales, respectively.

The literature review resulted in an annotated outline that covered the reasons for conducting environmental peacebuilding M&E (emphasizing learning), challenges, effective conceptualization strategies, and best practices. Throughout the review, the project team maintained a running list of questions, gaps, and further research needs.

B. Practitioner Consultations

The project team consulted with a series of practitioners in different organizations to capture the largely unreported approaches and experiences from the practitioner community. A snowball approach was utilized to engage project managers, evaluators, and individuals leading M&E efforts within their respective

institutions (Biernacki and Waldorf 1981). Many of the initial respondents were recruited by leveraging the extensive personal networks of the project team and Advisory Group in addition to reaching out through the Environmental Peacebuilding Association and Environmental Peacebuilding Community of Practice. Ultimately, the team interviewed 20 practitioners with experiences across different scales, geographies, and environmental peacebuilding pathways.

In addition, the project team conducted consultations with practitioners and researchers from the M&E community and within the environmental peacebuilding community. These consultations included a series of webinars, peer-to-peer learning workshops on specific topics, and events at larger conferences. To identify opportunities for implementing and evaluating big data, frontier technologies and geospatial data, the project team consulted the United Nations Environment Programme (UNEP), the Advisory Group, and other practitioners and researchers.

These interviews and consultations expanded the project team's understanding of the practical opportunities, constraints, and trade-offs associated with environmental peacebuilding M&E.



C. Identifying Key Issues, Approaches, and Good Practices

The project team then sought to integrate the findings from the literature review with information from the interviews and consultations to develop an outline of approaches, considerations, and learning. With the Advisory Group's guidance, the team then synthesized the research to identify key issues, approaches, good practices, limitations, and uncertainties.

During this stage, attention focused on identifying particular environmental peacebuilding pathways (and theories of change) and considering how they may be affected by the intervention's scale, type of intervention, contextual factors, and other factors. For example, the team examined whether environmental peacebuilding M&E methodologies, indicators, and practices are gender-sensitive—and the implications if they are not.

Inputs Sought!

We welcome your inputs to improve this Toolkit. Please send:

- corrections or clarifications on the existing text
- suggestions regarding guidance for practitioners on issues related to environmental peacebuilding M&E (it could be to expand existing guidance in certain ways or entirely new points)
- case studies and mini-case studies
- feedback on this Toolkit

All inquiries should be addressed to bruch@eli.org.

D. Vetting the Findings

After the initial identification of the list of key issues, approaches, good practices, limitations, and uncertainties, the project team vetted the findings through Environmental Peacebuilding Association webinars, discussions with the Advisory Group and other experts, and sessions at larger conferences. As the EnPAx Secretariat, ELI held a series of webinars for members of the M&E Interest Group, the Association membership, and the broader evaluation community to share the initial findings and seek feedback. These sessions invited diverse practitioners and scholars to ground-truth the approaches to, methodology of, and theory behind environmental peacebuilding M&E that emerged from the research and interviews. The topics for these webinars were structured around the key issues identified.

E. Final Development Stages

The knowledge from vetted findings was converted into guidance on good practice in environmental peacebuilding M&E in a digestible, ready-for-use Toolkit for practitioners. The final version was translated into French and Spanish.



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